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SYLLABUS

OF

DOMESTIC SCIENCE

FOR

The High Schools of Illinois

Published by

The Department of Household Science

UNIVERSITY of ILLINOIS

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At the meeting of the High School Conference of the University of Illinois, November, 1908 a Domestic Science Section was organized and a committee was appointed to prepare a syllabus on domestic science for use in the high schools of Illinois.

The following persons constituted this committee:—T. C. Clendenen, Superintendent Public Schools, Cairo; J. H. Browning, Principal Township High School, Taylorville; Miss Carrie Galt, Teacher of Domestic Science, Springfield High School; Mrs Mary Pierce Van Zile, Teacher of Domestic Science, New Trier Township High School, Kenilworth; Miss Helena M. Pincomb, High School Assistant, Department of Household Science University of Illinois, and Miss Isabel Bevier, Chairman, Head of Department Household Science, University of Illinois.

Introduction

The committee having in charge the preparation of this syllabus offer the following explanations concerning it.

It was their desire to make a syllabus that should be flexible enough to meet very different conditions and at the same time to suggest an orderly development of each subject treated. It seemed doubtful in the minds of the committee whether more than two years could be allotted to the work suggested, but it seemed desirable to the committee to present three subjects:—"Food", "Clothing," and "The Home" and to leave to individual schools the selection of the work as well as the allotment of the time to each. The committee suggests that if but two years can be given to it one year be given to the food work and the other two courses taken in one year, though the work outlined in clothing could easily occupy one year.

The work in food begins with fruits and vegetables because they provide material that lends itself easily to simple or diffi-

cult treatment. If the pupils have had work in food in the eighth grade then emphasis can be put upon methods of cooking, the bacteriology of preservation, etc. Moreover, fruits and vegetables are familiar forms of food and afford an easy introduction to the study of carbohydrates in general. They are likely to be cheap at that season of the year too.

Since the high school is the door to life for so many boys and girls the committee feels that they should not leave it without having their attention called to their responsibility as members of a household or members or a community. The study of the house furnishes a material basis for the study of the home and its activities.

It is the opinion of the committee that the work in clothing in the high school should be an advance over that in sewing in the grades, that the economic and artistic elements should be given more consideration in the high school and for that reason the actual articles made should have some utilitarian value, i. e. articles of use not models should be made.

SYLLABUS

FOOD

THEORY	PRACTICE
Fruits and Vegetables. Composition. Value as food. Reasons for preserving. Action of micro-organisms. Variety and economy. Means of preserving food. Conditions affecting growth of bacteria, yeast and mold. Cost of fresh food out of season and preserved. Determining cost. As prepared by student. As prepared commercially. Fraudulent and harmful preservatives. Study of food labels and laws concerning them.	Examination of fruit and vegetables. Separation of imperfect from perfect. Study of imperfections. Try on potatoes, bread and fruit. Cooking of fruit and vegetables. Different kinds. Different methods of cooking. Stewed, steamed and baked fruit. Dried fruit. Creamed, stewed, boiled, baked and scalloped vegetables. Vegetable and cream soups. White sauce for different purposes. Canning fruit and vegetables. Different methods. Preserving. Jelley-making. Marmalade, butter, jam. Pickling, catsup.

THEORY	PRACTICE
Cereals. Composition. Starch—structure and properties. Sugar—commercial preparation, effect of heat and acid.	Cooking of different cereals. Different methods of cooking. Candy making. Brittle, fudge, fondant. Marguerites.
Milk as food. Composition of milk. Modified milk. Care of milk. Effect of heat, acids and ferments. Nutritive value and digestibility: For the young. For the adult. Economic value.	Pasteurizing and sterilizing milk. Making of: Junket. Cottage cheese. Butter.
Eggs. Structure. Composition and value. Effect of heat. Methods of preserving eggs. Economy in using. Figuring cost of egg dishes at different seasons.	Different methods of cooking eggs.

THEORY	PRACTICE
Cheese. Manufacture. Action of bacteria and mold. Food value.	Examination and comparison of moldy cheese, bread and potato. Combinations—custards, soufflé, rarebit, etc.
Meats. Selection of meat. Drawing of animal to show location of cuts. Structure. Composition. Effect of heat. Uses in the body. Economic uses of.	Trip to meat market if possible. Preparing different kinds and cuts. Beef, veal, mutton, pork, fish, poultry. Tough and tender cuts. Broiling, sautéing, roasting, frying, stewing, pot roasting. Preparing sauces for serving. Making meat soups. Uses of left overs.
Gelatin. Source. Commercial preparation. Value.	Making gelatin preparations.
Legumes and nuts. Composition. Use as meat substitutes.	Baked beans. Salted almonds and peanuts.

THEORY	PRACTICE
Fats. Kinds, source, form. Effect of heat. Function in body. Digestion of food coated with fat. Butter substitutes for cooking.	Rendering fat. Determining temperature for frying—cooked and uncooked materials. Clarifying fat.
Combination of food materials. Batters and doughs. Composition of flour—Spring and winter wheat. Action of leavening agents. Effect of heat on the mixtures.	Making of: Popovers, muffins, cakes—egg and butter cakes—biscuit, pastry, steamed puddings.
Bread. Action of yeast: Conditions affecting growth. Fermentation. Changes in baking. Bread as food. Finding cost of bread. Made in different ways. Of baker's bread. Economy in use of bread.	Bread making. Short and long process. Plain, whole wheat, graham, rye. Rolls—plain and fancy. Baking—time and temperature. Judging bread. Making sandwiches. Using stale bread in toast, crumbs and croutons.

THEORY	PRACTICE
Salads and frozen dishes. Value in diet. Cost.	Salad dressings. Boiled dressing. French and mayonnaise. Making of salads. Water ice, sherbets, ice creams.
Beverages. Composition. Physiological effects.	Tea, coffee, chocolate. Fruit drinks.
Summary: Classification of foods. Food principles. Comparison of total nutrients of different foods. Food value represented by calories. Food needed, represented by blocks, figures or charts. Digestion and assimilation of food. Cost of food. Comparative cost of different classes of food. Means of reducing cost of meals.	Review of note books. Classify five foods. Planning meals for: Summer and winter. Active laborer and office worker. The aged, the young. The sick—rheumatic and diabetic. The convalescent. For 10, 20, 30 or 40 cents per day. Figuring cost of each lesson—for individual, for family of six.

THEORY	PRACTICE
Serving. Importance of attractiveness. Reasons for points in serving. Importance of purity of food.	Preparation of dining room. Preparing and serving meals. Preparation for invalids. Egg and milk preparations. Beef juice. Oyster stew, cream soups. Coffee, fruit drinks. Gruels, toast and cereal waters. Preparation of invalid's tray.

THE HOME

THEORY	PRACTICE
Shelter and home life of different peoples (pictures and references) primitive and colonial, ancient, medieval, modern.	
Site or location of the house. Construction. Plan for individual rooms. Types of houses. Complete house plans.	Visit to house in process of construction. Drawing plans for kitchen and bed room, indicating furniture. Drawing basement, 1st and 2d floors.
Heating, lighting, ventilation. Study of various systems as to, construction, convenience, cost, efficiency. Special devices for ventilating. Relation of respiration to ventilation. Need of air for combustion. Composition of air.	Visit to good public systems. Ventilation of a room. Prove presence of carbon dioxide in air. Taking temperature of room at different times.
Plumbing. Water supply and disposal of waste. System of piping. Traps—purpose of seal—syphonage.	Drawing of plumbing system. Cleaning traps and pipes. Investigating water supply and sewerage system.

THEORY	PRACTICE
Finishing. Floors, walls, ceilings. Cleanliness, durability. Artistic effect, suitability.	Examining finish of rooms in school building. Trying different methods of finishing (in connection with manual training work)
Furniture and furnishings. Consider as to, Use: fulfilling of purpose, suitability. Sanitary value. Condition when purchased. Ease of keeping clean. Artistic value. Color, line and form. Quality in wood and textiles. Cost. First cost, durability.	Examining furniture at school and home. Trip to store and factory if possible. Choosing furniture for different rooms.
Maintenance of the home. Relation of individual toward, Division of labor. Management. Apportionment of income. Systematizing work. Buying—economy in buying, etc.	Planning expenditure of imaginary allowance or salary for 1 month. Keeping account of actual expense. Plan of work for 1 week. Planning supplies for the month, week or day. Report on market prices.

THEORY	PRACTICE
Care of the home. The house. Source and danger of dirt. Plan of order for cleaning a room. Materials for cleaning. Comparison of cost and value of agents used. Care of different rooms.	Cleaning glass and metals. Cleaning wood work. Making and using furniture polish. Bed making, sweeping, dusting.
Care of the person. System of wastes in body. Baths—hot and cold. Water taken internally. Care of the hands, nails, mouth, head, feet. Exercise—fresh air—sleep.	Estimation of amount of water used for drinking and cleansing per day. Personal criticism of daily habits.

THEORY	PRACTICE
Care of the family. The young and aged. The sick. The home nurse, her characteristics and duties. Contagion and infection. Theory of disease. Air, food, water and clothing as carriers. Conditions affecting growth of bacteria. Disinfection. Work of Board of Health. Protection of public on street and cars. Precautions to prevent spread of disease. Fainting, wounds, hemorrhages, burns, frost bites, sprains, dislocations, fractures, drowning, suffocation. Hot and cold applications. Transporting the injured. Poisons. Classes—treatment.	Name diseases carried by water, air and insects. Dust gardens. Before and after sweeping. Before and after class. After shaking long and short skirt. Preparing and applying antiseptics, bandages, splints, poultices.

THEORY	PRACTICE
Summary. Importance of home. To the individual. To the family. To the community.	Listing problems of the home maker. Making the home attractive, comfortable, healthful, happy and helpful.

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